

Brainstorming Menu for Objectives

(Use this menu of options to help you brainstorm thematic lessons. This is NOT a comprehensive list)

Unit Objective(s): Students will (standards-based function/communicative task) about (context/vocabulary topic) using + (grammatical structure/process) + (performance parameters - accuracy, frequency, quantity, or time).

Grammatical Structures:

- Adjective Agreement
- Commands
- Comparatives & Superlatives
- Conditional
- Demonstratives
- Direct Object Pronouns
- Double Object pronouns
- Future
- Future Perfect
- Hacer + Time Expressions
- Imperfect Indicative
- Imperfect Subjunctive
- Indirect Object Pronouns
- Interrogatives
- Ir a, acabar de, volver a
- Negation
- Past Perfect
- Past Progressive
- Present Perfect
- Present Progressive
- Por v. para
- Possessives
- Present Subjunctive
- Present Indicative
- Preterit
- Reflexive Verbs
- Relative Pronouns
- Saber v. conocer
- Ser v. estar v. haber
- Stem-changing verbs
- Subject pronouns
- Verbs like *austar*

Cultural or Social Context:

- Advertising
- Ancient Civilizations
- Careers
- Change
- Childhood
- Community Service
- Crime
- Education
- Emergency Preparedness
- Entertainment/Fine Arts
- Environmental Issues
- Fashion
- Finances
- Friendship & Love
- Generation Gap
- Health Care, Hygiene, Nutrition, & Safety
- Heroes
- Historical Figures
- Homelessness & Hunger
- Human Rights
- Identity & Self-Expression
- Leisure Time
- News & Current Events
- Pollution
- Prejudice/Stereotypes
- Rights & Responsibilities
- Science & Technology
- Social Problems
- Substance Abuse
- Sports
- Travel

Communicative Functions:

- Ask for directions, info., help
- Circumlocute
- Compare
- Complain
- Describe/narrate (events, people, places, problems)
- Exchange information, opinions
- Express emotions
- Extend an invitation
- Flirt
- Give advice/suggestions
- Give & receive compliments
- Greet & leave-take
- Guess & hypothesize
- Initiate/close conversations
- Interrupt
- Introduce self/others
- Leave a message
- Make appointments, plans
- Make excuses, explain
- Make requests
- Make small talk
- Offer help
- Place an order
- Refuse
- Paraphrase
- Persuade
- Request clarification
- Shop (buy/sell)
- State preferences
- Summarize
- Use rejoinders
- Verify understanding

Assessment & Projects (Interpersonal, Interpretive, Presentational)

- Baby Books or Big Books
- Bulletin Boards
- Capture a Concept
- Children's Story
- Clone Stories
- Commercials
- Dear Abby Letters
- Disney Projects
- Documentaries
- Extinct Animal Projects
- Fables or Fairy Tales
- Family Food Projects
- Family Trees
- Famous Person Projects
- Fashion Magazines or Shows
- Interviews
- Learning Centers
- Newscasts or Newspapers
- Personal Puzzle Collages
- Poems
- Pop-up or Smoosh Books
- Public Service Announcements (PSAs)
- Puppet Shows
- Show & Tell
- Soap Operas
- Talent Shows
- Time Capsules
- Time Lines
- TV Game Shows
- Videos
- Wanted Posters

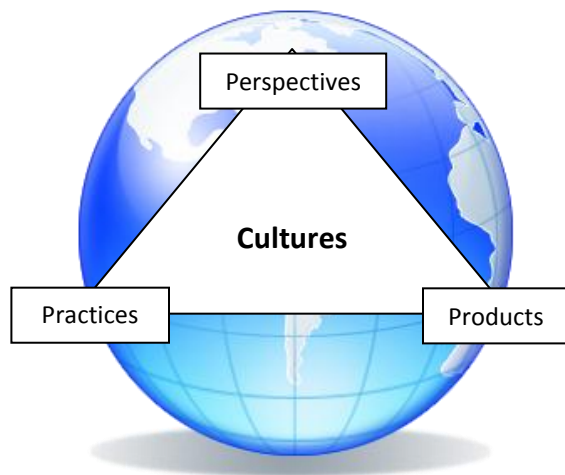
Vocabulary:

- Adjectives
- [Animals](#)
- [Art](#)
- [Body parts](#)
- City/Farm Life
- [Classroom](#)
- [Clothing](#)
- [Colors](#)
- Community
- Daily routine
- [Emotions](#)
- Entertainment
- [Family](#)
- [Fashion/shopping](#)
- [Food/Restaurant](#)
- [Greetings](#)
- [Health](#)
- [Holidays](#)
- Hotel
- [House](#)
- [Numbers](#)
- Pastimes
- [Places](#)
- Professions
- [School](#)
- Sports
- Technology
- [Time](#)
- Travel, [Transport](#)
- Verbs
- [Weather, Seasons, Months, Dates](#)

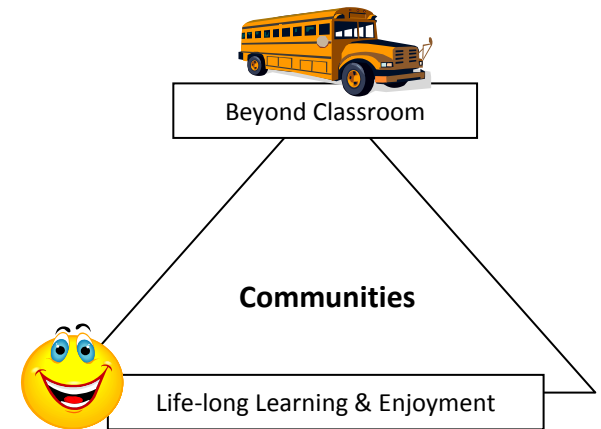
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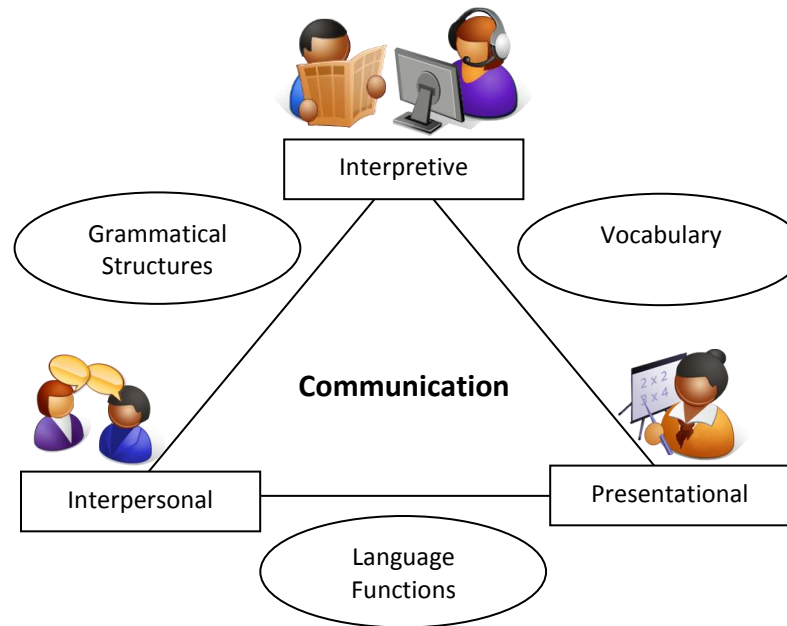
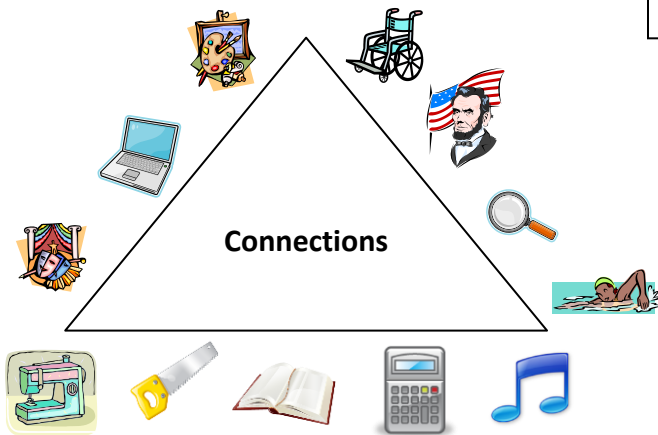
Standards-based Thematic Unit Planning Web (for Brainstorming)



Scaffolding

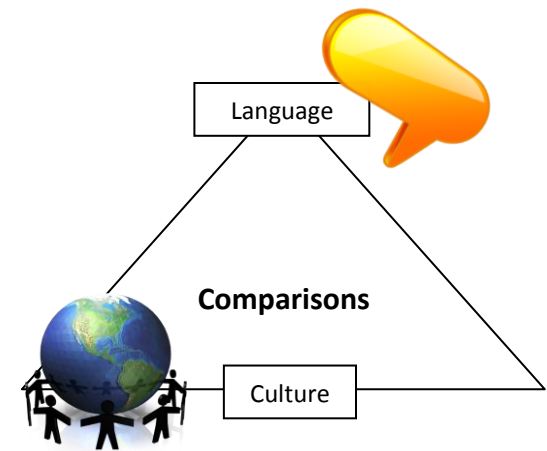


Contextualization



Assessment

Comprehensible Input



For ideas, see the curriculum framework developed by Granite, Jordan, & Murray school districts in Utah: <http://tinyurl.com/ddf6z5>

For an example of how you might get started, see pages 10, 12, 16, and 19 of: <http://tinyurl.com/cyauvz>

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